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ABSTRACT

This book focuses on the enormous potential of service learning to enhance the learning process for college students by melding cognitive learning and affective service. Conclusions are based primarily on data from two national research projects, one which compared models of service learning using survey data and intensive student interviews, and the other, a project which examined students' experience in service-learning through in-depth interviews with 67 students at seven institutions. Chapter 1 is an overview of the book's main themes and outlines how service-learning helps students achieve important outcomes of a college education. Chapters 2 through 7 show how service-learning can develop these outcomes, which are: personal and interpersonal development; understanding and applying knowledge; engagement, curiosity, and reflective practice; critical thinking; perspective transformation; and citizenship. Chapter 8 examines program characteristics and summarizes the impact of key program characteristics on the outcomes identified earlier. Implications for practice are discussed in chapter 9. Appendixes include a list of study participants, the study methodology, survey and interview instruments, and survey regression tables. (Contains approximately 175 references.) (DB)

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